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ABSTRACT

The American Indian Task Force for the Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) was established in 1976 to aid CRESS in serving the users of American Indian educational materials. Comprised of 11 authorities in the field of Indian education, the Task Force met twice over a period of a year during which time it cooperated with ERIC/CRESS in an advisory capacity to facilitate collection and dissemination efforts; select Indian educational resource materials; develop more effective means for use of the system by Indian people and other practitioners; develop and expand communication channels for positive working relationships with Indian resource and education centers, communities, educators, and programs; and develop information analysis products. The Task Force generated some specific recommendations regarding guidelines for: preferred identifier/descriptor usage in the indexing of Indian documents; improvement of the user services methods and facilities (training, workshops, field liaison, mini-libraries, linking relationships, educational materials announcements, surveys, etc.); development of information analysis products which meet the needs of Indian peoples (packaged products, selection criteria, product review, utilization of Indian artists for cover designs, and a subject list); promotion of Indian-authored copyrighted materials. (JC)

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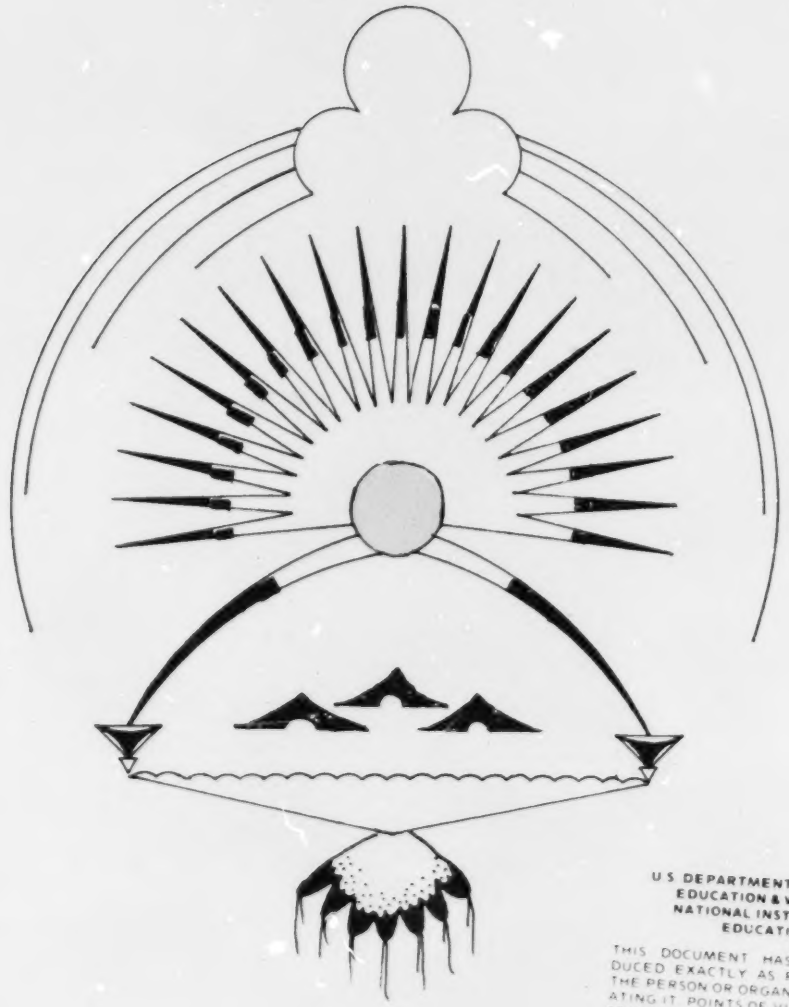
AMERICAN INDIAN

TASK FORCE

FOR

ERIC CLEARINGHOUSE ON RURAL EDUCATION

AND SMALL SCHOOLS



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AMERICAN INDIAN TASK FORCE FOR ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

A Final Report

Nora Yazzie
Editor

ERIC/CRESS

September 1977

September 1977

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the ERIC/CRESS American Indian Task Force for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Indian Education Association or the National Institute of Education.

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EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University

Las Cruces, New Mexico 88003

Cover illustration by Blane M. Sanchez of the Isleta-Acoma Pueblo Tribes

TABLE OF CONTENTS

	Page
Preface	3
Introduction	5
Formation of the Task Force	8
Meetings of the Task Force	9
Recommendations	10
Acquisition and Selection	10
Processing	11
User Services	12
Information Analysis Products	16
Level III	19
Appendices	
Appendix A - American Indian Advisory/ Information Dissemination Progress Report I	22
Appendix B - American Indian Advisory/ Information Dissemination Progress Report II	33
Appendix C - Continuation Letters of Support	39

PREFACE

In early 1976, the ERIC Clearinghouse released a three year report concerning American Indian Education which reflected a significant increase in the number of materials that had been acquired and stored. This increase far outnumbered the increase in other scope areas; however, it appeared that the acquisition of material was outstripping the number of users. This led to the establishment of the current ERIC Task Force on Indian Education to seek ways to make material more accessible to the user.

Many questions were raised by not only the ERIC staff in Las Cruces, New Mexico, but by other interested parties concerning how material might be made more accessible to the public. A particular concern was the Indian educator who would most likely be the principal consumer. People of long standing experience with the ERIC system and with comparable kinds of informational sources were the first to express their desire to make this important source of information more accessible. These concerns were kept in mind when possible producers or users of Native American material and sources were identified. Later these people were asked to be a part of the Task Force. These special individuals were distinguished in the world of Indian education. A brief biographical sketch of each member of the Task Force is enclosed with the final report.

Utilizing the broad based knowledge and experience of each member, the Task Force on Education began work on how to make ERIC more accessible to the public. The ERIC Indian Task Force, in a short time, was able to come up with suggestions and recommendations. These recommendations have

now become the goals of ERIC as well as the Task Force. This group was probably the most knowledgeable and certainly, compared to prior groups, the most committed to the goal of improving ERIC and its accessibility to users. While all the recommendations might not be acceptable to NIE officials, they are certainly achievable goals. Should they be accepted by the ERIC Clearinghouse and NIE, then we have achieved our intent of delivering to the general public the services they need to receive.

The ERIC Task Force set out to accomplish a task and they feel, as a group, confident they have attained that purpose. Each individual expressed satisfaction with being a member and with the outcome of the sessions.

Dr. Eugene Leitka
Acting Chief
Division of Evaluation, Research
and Development
Indian Education Research Center
Bureau of Indian Affairs

INTRODUCTION

ERIC and ERIC/CRESS, since assuming their responsibility for response materials acquisition, information dissemination, and resource development in the area of American Indian education, reaffirmed their commitment to the development of Indian education and making resource materials available. Such goals include:

1. Strengthening their working relationship with Indian educators, community leaders, and practitioners in the field.

2. Developing and maintaining, through improved acquisition techniques and communication, the widest possible number of resource materials and data relative to American Indian education.

3. Developing an improved and more effective information dissemination network for those involved in Indian education, especially the Indian practitioners.

4. Assuring accessibility of ERIC resources to and assistance in the use of these resources by Indian educators and field practitioners through simplified, improved systems for information retrieval and use of facilities.

ERIC, through ERIC/CRESS, has taken some steps in the direction of accomplishing their goal by establishing positive working relationships with such organizations as the National Indian Education Association and the National Coalition of Indian Controlled School Boards. A further step was taken in the creation of the office of American Indian Specialist at ERIC/CRESS. While these steps have been extremely positive and constructive, they have, for various reasons, fallen short of realization of the goals.

Indian education in its present form and context is a relatively new concept. This new concept involves Indians who are actively involved at all levels in decision making and determining goals, techniques, programs, facilities, etc. It has become a dynamic field with development

and changes taking place at an astounding rate and it has become more and more difficult to maintain pace with it. Other factors, such as a prolonged history of unpleasant experiences in dealing with traditional government agencies; non-Indian educators and educational systems; and subjection to various levels and forms of exploitation, abuse, and attacks on their culture, have made Indian people reluctant and skeptical of dealing with relative unknowns such as ERIC. These factors combined with the historically protective and private nature of Indian people in dealing with their culture, religion, etc., have produced formidable obstacles to the full development of an Indian educational resource base. It has contributed to the difficulty of getting Indian people fully involved in the contribution and utilization of the ERIC system. With this in mind, the Task Force was established to identify difficulties and allow ERIC to realize its goals in American Indian education.

The American Indian Task Force has brought much needed visability and credibility to ERIC. It has served to assure Indian people of their contribution to both ERIC and the Indian communities. This was accomplished by the board cooperating with ERIC in:

1. Facilitating, collecting, and dissemination efforts.
2. Acting in an advisory capacity on Indian education and Indian educational resource material.
3. Developing more effective means for use of the system by Indian people and practitioners by:
    a. standardizing descriptors, identifiers, and cataloging methods which pertain to Indian materials.
    b. identifying special problem areas.

c. simplifying information retrieval methods

d. developing training programs and workshops for training

4. Assisting and working with ERIC in the development and expansion of communication channels and positive working relationships with Indian resource and education centers, communities, educators, and programs.

5. Acting in an advisory capacity in the development of information analysis products.

The Formation of the Task Force

By mid-September, 1976, the American Indian Specialist at ERIC/CRESS extended an invitation to six individuals, selected as representing different levels and interests in the field of Indian education, to serve on a steering committee. The steering committee took the first steps towards the creation of a permanent board.

On September 30, 1976, the American Indian Specialist and Dr. Eugene Lietka, Director of Evaluation and Research Division, BIA Office of Indian Education Programs, in conjunction with the National Indian Education Association (NIEA) convention, conducted an open workshop with the steering committee in Albuquerque, New Mexico. With input from the membership of NIEA and other convention participants, the steering committee sought to establish a permanent eleven member board. The membership of the board was constituted to reflect the different levels of involvement and areas of interest in the field of Indian education. It represented educations, practitioners, professionals, major interest groups, geography and recognized needs.

> (Note) NIEA and the NIEA convention were considered the proper forum for initiating this board and project because of NIEA's role and status in Indian education. NIEA is truly national in scope and uniquely fit for this purpose. It is the largest professional association in the area of Indian education; it is associated with, and has among its active members, representatives from every major Indian organization.

The American Indian Task Force consisted of the following individuals:

Nora L. Yazzie, Navajo, is serving as the American Indian Specialist for ERIC/CRESS;

Eugene Leitka, Seminole-Creek, is currently the Acting Chief of the Division of Evaluation, Research, and Development of the Indian Education Research Center for the Bureau of Indian Affairs, in Albuquerque, New Mexico;

Lois Risling, Hupa, is the official representative of the California Indian Education Association in Sacramento, California;

Georgianna Tiger, Blackfeet, is the Education Coordinator for the National Congress of American Indians, in Washington, D.C.;

Eddie Tullis, Seminole, is the President of the Board of Directors for the Coalition of Eastern Native Americans, in Washington, D.C.;

Rebecca Murray, Standing Rock Sioux, is the Director of Project MEDIA, a branch of the National Indian Education Association in Minneapolis, Minnesota;

Loretta Metoxen, Oneida, is currently serving as a consultant to the National Indian Education Association in Oneida, Wisconsin;

Jay Hunter, Winnebago, is the Executive Director of the mid-American All-Indian Center in Wichita, Kansas;

Mary Toledo Tang, Jemez Pueblo, is a member of the Contract Staff with the All-Indian Pueblo Council in Albuquerque, New Mexico;

Raymond Apodaca, Tigua Pueblo, is the Director of the Tigua Indian Educational and Social Development in El Paso, Texas;

Evelina Zuni, Isleta-San Juan Pueblo, is serving as the Information Specialist for the Center for Cross Cultural Education in Denver, Colorado;

Charles Oxereok, Eskimo, is the official representative of the Alaska Federation of Natives in Anchorage, Alaska;

Judy Martin, Navajo, is the Director of the Navajo Bilingual/Bicultural Center in Window Rock, Arizona.

Meetings of the Task Force:

On February 14 and 15, 1977, an orientation-training meeting was held at the ERIC/CRESS facility in Las Cruces, New Mexico (see Appendix for full report).

On April 28 and 29, 1977, a second meeting was held at the Mid-America All-Indian Center in Wichita, Kansas, and was hosted by Jay Hunter (see Appendix for full report).

The board, with the assistance of the American Indian Specialist, has developed:

1. guidelines for preferred identifier/descriptor usage in the area of Indian education
2. a plan for improvement of the user service methods and facilities for American Indians
3. recommendations for refinement of user services methods and facilities for American Indians
4. a plan for continuation of the board on a permanent basis

The findings, recommendations, and report of this board have been formalized and printed prior to the expiration of the grant period, September 30, 1977.

Recommendations for Action:

As a result of their research and deliberation, the American Indian Advisory/Information Dissemination Task Force for ERIC/CRESS proposes the implementation of the following recommendations for the improvement of the ERIC system and its service delivery capabilities to the Native American population:

A. Acquisitions and Selection

1. Better use should be made of the ERIC facility to ensure that the American Indian Specialist receives documents from various organizations, including federal agencies. ERIC Facility and Central ERIC through NIE should seek the

development and implementation of a mandate (i.e. contract requirement) that all funded projects or programs dealing with Native American populations be required to provide ERIC, and specifically ERIC/CRESS, copies of their project or program descriptions and reports.

2. A coding system should be developed by which Indian authored materials can be readily identified within the system. One method of acquiring the information necessary to develop a coding system is to require an author to submit, with his materials, biographical data that includes tribal membership and/or affiliation.

3. All Indian related materials should be included in the ERIC system regardless of whether or not the materials, by definition, are "educational" in the strict and narrow sense. Special care should be taken to ensure that religiously oriented materials are included only with the sanction of the affected groups or population.

B. Processing

1. Develop a supplementary code by which tribes can be identified according to geographical location and continent. One method of incorporating this type of coding system is to request each group to indicate preferred self-identifiers.

2. The ERIC system should avoid attempts to standardize terminology, word usage, or names. A document should retain its

unique character. One method of accomplishing this and still allow for cross referencing is to develop a supplement to the Thesaurus, specifically dealing with Indian terminology, spellings, and usage.

3. Indian communities see tribal identity as a collective noun; therefore, ERIC should cease the practice of attempting to distinguish between language and tribes by means of pluralization of the noun (i.e. Choctaw for language and Choctaws for tribe). A preferred method for distinguishing would be the use of a coding of 'L' for language and 'T' for tribe.

C. User Services

1. In the area of information dissemination, there was some concern about ERIC falling short in reaching the American Indian population where the services were most needed. It was felt that in order to establish credible links, ERIC would have to work with Indian educators who operate outside the university, such as Indian centers and other institutional environments. This would constitute important viable links with the Indian populations most in need of ERIC/CRESS services. In view of the need for reorientation of priority and services, the Task Force recommends that ERIC/CRESS focus on the groups in the following order:

   a. Indian Practitioners/Community people

   b. Indian scholars and researchers

c. Non-Indians providing services to Indians

d. Non-Indians scholars and researchers

e. Non-Indians with general interests

2. ERIC/CRESS, unlike most ERIC centers, is involved with developing and maintaining data, materials, and records focusing on groups ofpeople. Therefore, the people-focused areas include many different disciplines and areas of study, while other academically defined disciplines simply focus on a limited aspect of a people-oriented area. Due to its people-oriented nature, ERIC/CRESS needs to assume a more active role as an information dissemination center and facilitator. The Task Force recommends the following:

   a. that the Indian community might best be served if Indian Education Specialists from each state were trained by CRESS personnel to use the ERIC system

   b. that there is a need for a vehicle to announce periodically <u>all</u> Indian documents entering into the system

   c. that ERIC should provide information and technical assistance on the acquisition of materials, equipment, and staff training pertinent to the development of local ERIC mini-libraries

   d. that an additional person be staffed as a field representative to perform the following duties:

      1) act as a resource person in providing information and technical assistance in the development of ERIC mini-libraries

2) demonstrate at conferences, meetings of projects, etc., the operation and value of the ERIC system

3) ask users or interested persons about the possibility of conducting a workshop in their communtiy on ERIC.

e. that the American Indian Specialist request from the Office of Health, Education, and Welfare, Office of Eudcation, and the Office of Indian Education a list of the names of coordinators of the Johnson O'Malley Program, Title IV Projects, and Title IV Parent Committee List

f. that the American Indian Specialist, in expanding the linking network also contact and seek to establish working relationships with such individuals and organizations as the following:

1) Betty Gress, Acting Director of Coalition of Indian Controlled School Board

2) Wisconsin Council on Indian Education

3) Mary Tsosie, Coordinator, Indian Library Training Program

4) Lotsee Smith, Coordinator of Indian Library Training Program, University of New Mexico

5) Rebecca Murray, Project MEDIA, NIEA

6) California Indian Legal Services, Oakland, California

7) Native American Rights Fund, Boulder, Colorado

8) Harris Arthur, Director of Shiprock Research Center

9) Arizona Indian Education Association, Phoenix, Arizona

10) Pacific Northwest Affiliated Tribes, Portland, Oregon

11) Institute for the Development of Indian Law, Washington, DC

12) Urban Indian Centers

13) Native American Programs at the university and community college level

14) Tribal education programs

g. that the American Indian Specialist conduct a survey to identify the educational needs of the Indian people

h. that the American Indian Specialist, upon reviewing and identifying the educational needs, develop starter microfiche packages for mini-libraries to be used by Indian people at their Indian centers, program sites, etc. Where the capacity for the operation of microfiche and a microfiche reader is limited, other avenues such as the use of hard copy materials and/or mixed media packages should be explored. This concept of packaging mini-libraries is based on increasing demands for specialized, localized mini-libraries

i. announce the availability of the compiled materials offered through ERIC by means of the CRESS-CROSS newsletter, Indian newsletters, newspapers, and periodicals.

3. The Task Force on Indian Education strongly recommends that ERIC/CRESS approach the areas of study of Native Americans, Mexican Americans and Migrant education from a dramatically different perspective. Responding to the immediate needs of a people requires more flexibility than working in formal discipline areas. Therefore, it is critical that this Task Force be continued and that the development of similar Task Forces in other people-oriented areas (i.e. Mexican American and Migrant) be explored to deal with these people-oriented/ center areas of study

D. Information Analysis Products

In view of the need of action programs in Native American communities, there was general concern about the growing need for short, specific target information products. The Task Force recognizes that the Information Analysis Products are valuable elements in the ERIC system and can be very instrumental in the increased usage of the ERIC system at the community levels. Information analysis products can be an important means of developing information in areas where there is a critical need for information.

Recognizing the importance of information analysis products, the Task Force has the following recommendations:

1. that in order to increase, enhance, and enrich the ERIC concept of maximum information services to all ERIC users and participants, the ERIC/CRESS All-Indian Task Force

strongly recommends that general, highest priority be given to the development of a series of packaged products based on the needs and interests of the practitioners and community people. Although a packaged series is new to the ERIC system, it is a critically needed innovation to provide types of materials needed by Indian communities.

2. that the American Indian Specialist should be given the authority to receive requests and based on the number of requests, determine the priority and the subject matter for ERIC/CRESS information analysis products. The scope of resources should be jointly determined by the author and the American Indian Specialist
3. that the authors for information analysis products should be determined by the Director and the American Indian Specialist in consensus with the major Indian organizations and the National ERIC/CRESS Advisory Board. Criteria for the selection of authors must be developed based on the nature of the document and should include such things as the desired expertise of the author, Indian preference, membership in the affected population
4. that the Information Analysis Products be reviewed and evaluated by the Task Force members and identified representatives of affected populations. Standard criteria for evaluation of the Information Analysis Products must be developed with input from the ERIC/CRESS Task Force members and sent to persons evaluating the products

5. that written synopsis of reviewers be prominently displayed in the Information Analysis Products
6. that ERIC/CRESS utilize and promote Indian artists and artwork in the publication of Information Analysis Products with recognition given to the selected Indian artists(s).

Suggested subjects for Information Analysis Products:

1. Directory of the Indian Education Human Resources and Agencies in each state with a supplemental pamphlet for updating information when warranted by major changes
2. Bilingual, English as a Second Language, and Language Development Models
3. Cultural Expansion - Maintenance and Reclamation Models
4. Human Resources and Services for Native Americans Series of Publications in Specific Areas (Law, Business, Economic Development, Social Development, Financial Aids, etc.) with supplemental pamphlets for updating information
5. A state of the art paper on A Model for Transitional/ Traditional Indian Education
6. Special Education - a collected series concerning the state of the art in special education for Native Americans
   A recommended author is Mr. Jerry Hill, an Education Specialist with the Indian Education Resource Center, Albuquerque, New Mexico.
7. A state of the art paper on separate schools for Indian children
8. The Impact of Educational Systems on Indian Cultures

E. Level III

While the Task Force recognizes and appreciates the fact that the ERIC system cannot and should not become a free advertising or announcement system for commercial publishers and producers and that it must, therefore, restrict the number of Level III entries, it does believe that some adjustment must be made within the system to cover the acquisition and entry of documents produced by others which are not strictly commercial enterprises.

Many, and in fact most, publishers and producers of Indian or Indian-related documents, particularly Indian producers, are basically individuals, small agencies or organizations who depend on the revenue derived from their publications for subsistence and their ability to continue publishing; therefore, of necessity, they cannot release their copyright. Furthermore, because of their size and lack of financial resources, these individuals, agencies and organizations cannot afford to bear the burden of advertising their works, works which are more often than not very unique and valuable. Without the use of an information dissemination system such as ERIC provides most of these very valuable and unique works (truly fugitive works) would be lost or unavailable to the public, especially to the practitioners in the field who could make the most use of them.

The acquisition and inclusion of these types of works as Level III entries in the ERIC system is, therefore, very important.

The present limitation (10-13%) on the acquisition and inclusion of Level III materials, if applied to these documents, is in essence depriving the user and the ERIC system of a whole host of very valuable and often rare documents.

With this in mind, the Task Force very strongly recommends that the acquisition and entry of Level III documents produced by Indian individuals, small agencies, or organizations, which depend on the revenue they produce for subsistence, be allowed without restriction or quota into the system.

APPENDIX A

American Indian Advisory/Information Dissemination Network for ERIC Clearinghouse on Rural Education and Small Schools

Las Cruces, New Mexico

February 14 and 15, 1977

Progress Report I

Submitted by:

Nora L. Yazzie

American Indian Specialist

ERIC/CRESS

February 28, 1977

American Indian Advisory/
Information Dissemination Network

February 14-15, 1977
Las Cruces, New Mexico

Monday, February 14, 1977

8:00	Introduction	Dr. Everett Edington Director, ERIC/CRESS
	Welcome	Dr. Jack O. L. Saunders Dean, College of Education
	Acknowledgement	Dr. Darrell Willey ERIC/CRESS Advisory Board Member
	Overview & History of American Indian Specialist & Task Force	Nora Yazzie American Indian Specialist
9:00- 9:45	Acquisition & Selection	Betty Rose D. Rios Assistant Director ERIC/CRESS
9:45-10:15	Processing	Judi Conrad Abstractor/Indexer
10:15-10:45	User Services	Rebecca Polanco Information Specialist
10:45-11:45	Native American Program Garcia Annex	Harry A. Lujan Director
11:45- 1:30	Luncheon - Work Session Corbett Center	Acquisition & Selection
1:30- 1:45	Break	
1:45- 3:30	Work Session Faculty Chambers	Processing
3:30- 3:45	Break	
3:45- 5:00	Work Session Faculty Chambers	User Services

Tuesday, February 15, 1977

8:00- 8:30	Information Analysis Products Faculty Chambers	Dr. Everett Edington
8:00-12:00	General Work Session/ Summarization & Conclusion Faculty Chambers	
12:00- 1:00	Luncheon	

Introduction

The first meeting of the American Indian Advisory/Information Dissemination Network for ERIC Clearinghouse on Rural Education and Small Schools was held on February 14 and 15, 1977, in Las Cruces, New Mexico. The following members were in attendance:

Eugene Leitka	Bureau of Indian Affairs
Lois Risling	California Indian Education Association
Evelina Zuni	Center for Cross Cultural Education
Eddie Tullis	Coalition of Eastern Native Americans
Rebecca Murray	National Indian Education Association
Loretta Metoxen	National Indian Education Association
Cal Noell	National Congress of American Indians
Jay Hunter	Mid-American All-Indian Center
Mary Toledo Tang	All-Indian Pueblo Council
Charles Oxereok	Alaska Federation of Natives
Raymond Apodaca	Tigua Indian Educational and Social Social Development
Nora Yazzie	ERIC/CRESS

Absent from the meeting was Judy Martin, representative from the Navajo Bilingual/Bicultural Center.

Among interested individuals, who were attending, was Georgianna Tiger from the National Congress of American Indians.

Objectives of the Orientation-Training Meeting:

A major objective of the meeting was to discuss some problems and concerns related to the information dissemination, processing and acquisitioning system of ERIC/CRESS. The major focus of concern was in the area of American Indian Education.

Other objectives were to:

1. familiarize newly-appointed members with policies and procedures involved in the ERIC system;
2. to share ideas related to American Indian documents and the Information Analysis Products;
3. from the discussions arrive at possible recommendations for Central ERIC to consider;
4. improve communication and positive working relationships between ERIC and other Indian communities using the Task Force as a linking source.

The meeting was conducted in the following four topical areas:

1. Acquisition and Selection
2. Processing
3. User Services
4. Information Analysis Products

The agenda and sample handouts of each area are appended to the end of the report. (see Appendices)

Acquisition and Selection

There were several items of consensus in terms of acquisition and selection of Indian documents. A question was raised as to whether or not the user was able to specifically identify an Indian produced document. The response was no. The group in turn felt and agreed that perhaps a coding system was needed to indicate whether or not the material was Indian produced. It was suggested that perhaps CRESS require a biography from each author in order to gain information and to code it.

The American Indian Specialist gave a brief desciption about the duties of her position. Acquisitions were made by means of subscribing to various newsletters, writing personal letters to individuals who might possibly contribute documents to the system, and by attending various Indian conferences and conventions to serve as a link between ERIC and the Indian communities. Whether to accept or to reject a document was based upon evaluation of how well it related to Indian education in general. In some instances, Indian documents are rejected because of the types of material it contains. One example would be Indian ceremonial rituals. Most traditional tribes are reluctant to disperse information about the actual patterns and procedures of a particular ceremony. One of the most important aspects of the American Indian Specialist's duties is to incorporate and maintain the sacred nature of religious materials. The office of the American Indian Specialist is also a referral agency in an event that the Specialist feels would aid the user in additional resources. Another duty includes presenting ERIC and ERIC materials to interested groups and organizations.

A question was raised about the types of "educational" material received. The materials ranged from curriculum guides, to doctoral dissertations, to position papers, to congressional hearings and Public Laws, all pertaining to Indian affairs. It was suggested that <u>all</u> Indian related materials be included in the system regardless of whether or not the materials are "educational" in a strict and narrow sense.

Processing Problems

Several problems in the area of Processing were presented. The first problem was in reference to American Indian tribes who are identified by continent. The question was raised whether or not it was important to distinguish between North and South American tribes. The immediate response was yes. One suggestion was to expand the descriptors and/or identifiers to facilitate retrieval of information on any tribe.

There was much discussion about the spellings of tribal names, reservation and languages. The Indian representatives felt that perpetuation of Indian stereotypes via standardization classification should be avoided. It was suggested that all Indian tribal names be indexed precisely as they appear in a given document. The rationale was that different spellings of tribal names signify different groups of people and are, therefore, extremely important.

One recommendation that was made to remedy this problem was to develop a supplement to the present ERIC thesaurus to clarify Indian identifiers and descriptors and the way they are used to index Indian and Indian related documents.

It was also suggested that the Indian supplement to the Thesaurus be periodically updated to monitor changes within the Indian community. If the Indian Task Force were to be permanently established, it was suggested that it could most easily perform this function.

It was suggested to the ERIC staff to allow incoming documents with "trends" in use of terms, names, etc., due to the constant change in terminology and word usage. There was concern that ERIC should maintain pace with these changes. This includes indexing socio-political

identities as reflected in the term "nation" in reference to "Navajo Nation".

There was definite consensus on the need to develop a coding system, possibly a T or L, to designate tribes and languages. The present ERIC guidelines call for pluralization to distinguish a tribe from a language, such as "Choctaw" for language and "Choctaws" for tribe. One indication of defying all attempts as following the ERIC guidelines is the example of the two tribes: Blackfeet and Blackfoot. The Indian communities see tribal identity as a collective noun and greatly resist being forced into a system not sanctioned by themselves. It is ERIC's responsibility to reflect the view of the Indian community and to develop a system of cross-referencing identifiers and descriptors which makes retrieval of Indian materials both accurate and systematic.

User Services, Problem Areas:

There was some concern about ERIC falling short in reaching the American Indian population where services are most needed. It was felt that in order to establish credible linkers, ERIC would have to work with Indian educators who operate outside the university such as Indian centers and other institutional environments. This would constitute important viable links with the Indian populations most in need of ERIC/CRESS services.

There was a suggestion that CRESS may want to alter its present role and concentrate more upon the role of a national announcement center for the needs of its minority population. Once the Indian community learns how to use the ERIC system and has access to ERIC materials, it will

recognize the sytems's commitment to the Indian community and will begin to both contribute and use its capacities.

There was a general consensus that the Indian community might best be served if Indian Education Specialists from each state were trained by CRESS personnel to use the ERIC system. It was suggested that such training be on-site in the local area.

One problem that was cited was the lack of a reader available to Indian centers to utilize ERIC. At present, a reader is needed for documents which are available only in microfilm.

There was also a general consensus in regards to a need for a vehicle to announce periodically all Indian documents going into the system. Such a vehicle might take the form of a newsletter, mailing list, brochure, etc. It was also suggested that greater dissemination of ERIC/CRESS products could be affected via production of more hard copy materials and a loan system of fiche products.

It was felt that the ERIC system must develop the technology to facilitate its users rather than the computer due to the computer's costly and complicated nature. It was suggested by the Task Force that CRESS hire and train special personnel to run searches requested by phone and/or in person. The rationale being that in addition to the computer searching complications, the user should have experts assist him thereby eliminating the user's time in trying to understand and know the facets of computer searching techniques.

One of the biggest problems in the area of user services was the availability of information and material on hand upon the user's request. At present, the user must have the time, persistence, and knowledge of

the ERIC system to obtain information. Then one is responded to with a long bibliography and/or computer search.

It was suggested and carried through a formal motion that ERIC demonstrate at the next NIEA conference and others thereof the quick service of a search and reproduction of ERIC documents. This will enhance by sure means the Indian utilization of ERIC material and Indian contribution of documents produced by the Indians themselves.

Information Analysis Products

In view of the needs of action programs in Native American communities, there was general concern about the growing need for short, simpler, target information products. One example is the need for parental involvement in the education of Indian children which calls for a short, concise, and simple model on how to best achieve Indian parental involvement in the educational process.

The IAP's, it was suggested, could be used to "sell" the ERIC system to the Indian community.

Some of the suggested topics were:

1. Bilingual Program Models
2. Cultural "Reclamation" Models.
3. Catalogue of Reader/Fiche Collections and Collection Costs in the Various Scope Areas
4. Directory of the Indian Educational Specialists in Each Sta
5. Human Resources Directory for Native Americans
6. A Model for Transitional/Traditional Indian Education (A State of the Arts paper)

7. Special Education - a recommended author was Mr. Jerry Hill, an Education Specialist with the Indian Education Resource Center in Albuquerque, New Mexico.

It was agreed that the Task Force suggest to ERIC/CRESS the kinds of topical papers they would feel are pertinent to the present status of Indian Education.

Summary and Conclusion

There was a general feeling that the present Task Force be retained to complement and serve as a source to the Indian member on the National Advisory Board. Other reasons stated were because of the static change and pace of Indian matters, the Task Force could inform and assist the American Indian Specialist and ERIC on tribal matters, issues, terminology, etc. The Task Force could also aid in the increase of Indians users and non-Indian users alike.

The Task Force voted unanimously to meet in Witchita, Kansas at the Mid-American All-Indian Center with Jay Hunter as the host.

The meeting adjourned on February 15, 1977 at 12:00 noon.

APPENDIX B

American Indian Advisory/Information Dissemination Network for ERIC Clearinghouse on Rural Education and Small Schools

Las Cruces, New Mexico

April 28 and 29, 1977

Progress Report II

Submitted by:

Nora L. Yazzie

American Indian Specialist

ERIC/CRESS

American Indian Advisory/Information
Dissemination Network

April 28-29, 1977

Mid-America All Indian Center
Wichita, Kansas

April 28, 1977

8:00- 9:30	Business Tour of Indian Center Coffee
9:30-10:00	Reactions to progress report Discussion Objectives for meeting Reaction to objectives
10:00-12:00	Group work sessions Group A: Acquisition/Selection;Processing Group B: Information Analysis Products Group C: User Services
12:00- 1:00	Lunch
1:00- 4:00	Continuation of group work sessions

April 29, 1977

8:30	Presentation of findings and recommendations/IAP Discussion General consensus
12:00- 1:00	Lunch
1:00- 3:00	Summary and conclusion

The second meeting of the American Indian Advisory/Information Dissemination Network for ERIC Clearinghouse on Rural Education and Small Schools was held on April 28 and 29, 1977 at the Mid-American All-Indian Center in Wichita, Kansas, and was hosted by Jay Hunter. The following members were in attendance:

Eugene Leitka	Bureau of Indian Affairs
Lois Risling	California Indian Education Association
Evelina Zuni	Center for Cross Cultural Education
Eddie Tullis	Coalition of Eastern Native Americans
Rebecca Murray	National Indian Education Association
Loretta Metoxen	National Indian Education Association
Jay Hunter	Mid-America All-Indian Center
Mary Toledo Tang	All-Indian Pueblo Council
Raymond Apodaca	Tigua Indian Educational & Social Development
Nora Yazzie	ERIC/CRESS
Betty Rose Rios	ERIC/CRESS

Absent from the meeting were Georgianna Tiger, representative from the National Congress of American Indians; Judy Martin, representative from the Navajo Bilingual/Bicultural Center; and Charles Oxereok, representative from the Alaska Federation of Natives.

A tour of the Indian Center was conducted by Jay Hunter. The facilities included a gift shop, a museum of Indian artifacts, classrooms, conference rooms, offices, and a recreational area. The Center was a bicentennial gift from the people of Wichita to the American Indian people.

The progress report of the first meeting was discussed and approved. The major objective of the second meeting was to formalize and draft resolutions and recommendations as final results of the task force findings.

The meeting was conducted in the following three topical areas and group sessions:

1. Acquisition/Selection; Processing
2. Information Analysis Products
3. User Services

Each session deliberated until noon and adjourned for lunch which was provided by the staff of the Center and consisted of corn stew and Indian fry bread.

Following lunch, the board reconvened and reports were begun from each group. After the reports were given, the meeting was adjourned at 4:00 p.m.

On the morning of April 29, 1977, the Task Force began further discussion. It was suggested that a chairperson be elected for the development of the formal resolutions. Loretta Metoxen was elected chairperson for the rest of the meeting.

The meeting continued with the presentation of findings and recommendations resulting in a general consensus of the board. Strategies for completing the final report and its presentation to ERIC/CRESS and Central ERIC were also decided upon. The following motions were made concerning the topical areas:

Motion was made by Raymond Apodaca that all recommendations of IAP's be approved and included in the final report. Motion was seconded by Mary Tang and carried unanimously. Gene Leitka moved that all

recommendations for the User Service's area and the introductory paragraph developed by Lois Risling be approved and included in the final report. Eddie Tullis seconded the motion which was unanimously approved. Raymond Apodaca made a motion that all recommendations in the Processing area in the Progress report be included in the final report. Gene Leitka seconded the motion which carried unanimously. Motion was made by Mary Tang that all recommendations for the Acquisition/Selection area in the Progress Report be included in the final report. A discussion followed and it was suggested that the following clause be inserted at the end of the last sentence in the last paragraph of the Acquisition/Selection area of Progress report: "Care should be taken to insure that religious oriented materials are included only with the sanction of the affected group of population." Rebecca Murray seconded the corrected motion and it carried unanimously.

There was a general discussion about the third meeting. It was suggested that the New Mexico members meet together to draft the final report. Due to budget limitations, it was unfeasible for all Task Force members to meet again. It was then put into a formal motion by Lois Risling that Gene Leitka, Mary Tang, Ray Apodaca, and Nora Yazzie draft the final report and send copies to the Task Force members for reactions. It was moved that the reactions be given within a week and a half after receiving it. The motion was seconded by Eddit Tullis. Vote was unanimous and the motion carried. Motion made by Lois Risling that Nora Yazzie submit a letter to NIE requesting a response within one month and request an appointment, with the list of persons who will be attending and that a date be set and formalized. Mary Tang seconded the motion. Motion unanimously carried.

It was suggested by Mary Tang that Dr. Demmert from BIA be contacted and informed about the meeting and ask for his support. It was also suggested that Georgianna Tiger, Eddie Tullis, Gene Leitka and Loretta Metoxen be the delegates to Washington. Rebecca Murray or Raymond Apodaca will serve as alternates in the event that Loretta is unable to attend. Motion was made by Nora Yazzie that the persons listed be those to attend the meeting in Washington, DC. This was seconded by Lois Risling and carried unanimously. Motion was made by Eddie Tullis to adjourn at 2:00 p.m. It was seconded by Lois Risling. Motion unanimously carried. It was decided among the Final Report Writers that the meeting be held at the BIA Indian Education Resource Center on Friday, May 6, 1977 at 9:00 a.m. Gene Leitka was nominated and voted to chair the group.

APPENDIX C

LETTERS OF SUPPORT

FOR

CONTINUATION OF

THE

AMERICAN INDIAN

ADVISORY INFORMATION

DISSEMINATION NETWORK

CE
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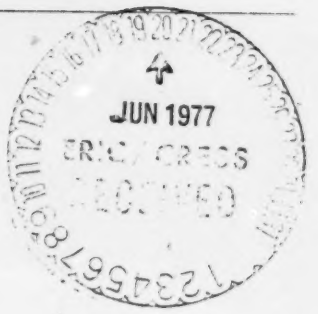
COALITION OF EASTERN
NATIVE AMERICANS, INC.

June 14, 1977



ERIC-CRESS
Box 3AP
Las Cruces, New Mexico 88003

Attention: Nora L. Yazzie

To Whom It May Concern:

On behalf of the membership of the Coalition of Eastern Native Americans I would like to take the opportunity to thank ERIC-CRESS for having the sensitivity to create the All Indian Task Force.

While the Native American Community can be very content that their interests are being looked after very well by someone with the abilities and dedication of Nora Yazzie, I feel that the All Indian Task Force can add to ERIC-CRESS's ability to serve Native Americans.

After attending two meetings of the All Indian Task Force, I can sense an awakening of interest among Native Americans for the services of ERIC-CRESS and a need for the continuation of the Task Force. With the ever increasing amount of activities underway in Indian country it should be of great benefit to the American Indian Specialist to have a good close working relationship with a group of Indian leaders such as those composing the Task Force.

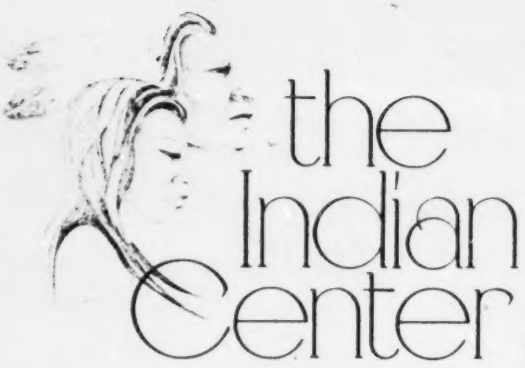
As a member of the Task Force, I have appreciated the opportunity to serve and stand ready to continue.

Sincerely,

Eddie L. Tullis, President
Board of Directors

ELT:jj

733 15th Street, N.W., Woodward Building, Suite 637, Washington, D.C. 20005 (202) 638-6727



JUN 197
ERIC

650 North Seneca Wichita, Kansas 67203 / (316) 262-5. 21

June 3, 1977

Ms. Nora Yazzie
American Indian Specialist
ERIC/CRESS
Box 3AP
Las Cruces, NM 88003

Dear Ms. Yazzie:

Mid-America All-Indian Center, Inc., wishes to go on record as giving full support to the ERIC/CRESS Task Force. We find the program very beneficial to the people represented by our Center.

Sincerely,

Jay R. Hunter
Executive Director

JRH:pw

June 15, 1977

Dr. Delmer J. Trester
National Institute of Education
Office of Dissemination & Resources
Washington, D.C. 20208

Dear Dr. Trester:

This is directed to you for support in the continuation of the project that your organization is pursuing.

The genuine concern to seek alternative ways in making American Indian educational material more readily accessible is highly recommended. Therefore, we feel that the project is not only advisable and worthwhile, but, furthermore, should be continued since the goals are being accomplished.

We hope that this will be of great assistance to you so that the continuation and promotion of these services may be accomplished.

Sincerely,

Charles E. Trimble
Executive Director

CET:dl

CENTER FOR CROSS CULTURAL EDUCATION

Suite 6 / 811 Lincoln / Denver, Colorado 80203 / Telephone: 303-837-8016

Wyoming • Utah • Oklahoma • Colorado • Montana • South Dakota • North Dakota

June 13, 1977

Ms. Nora Yazzie
ERIC/CRESS
Box 3AP
New Mexico State University
Las Cruces, NM 88903

Dear Nora,

I am writing to you in reference to the ERIC/CRESS Indian Task Force on behalf of the CICSB and the CCCE which is a project of CICSB. We have very much appreciated the opportunity to have had a member of our staff, Evelina Zuni, as part of the ERIC/CRESS Indian Task Force. The awareness and the utilization of information we have received from being part of the Task Force has been extremely fruitful.

By becoming more and more cognizant of ERIC/CRESS we have been able to learn about and acquire much needed reference material, but at the same time we have been able to provide the Indian community with a significant amount of information. Through Evelina we have been able to bring about a viable information dissemination system and also become aware of the affirmative efforts being made by the ERIC/CRESS Indian Task Force.

The concerns and priorities which the Task Force has established are extremely relevant and necessary since they address the interests of the practitioner and the community. Because the Task Force members have had the experience and can sense the pulse of the Indian education community, we strongly suggest that the effective efforts of the Task Force be continued.

We feel there is an urgent need to have the Task Force maintain its role in serving as the focus for acquisition and dissemination of documents in Indian Education. We can commend the small number of staff people and the Task Force for the good work they have done with such a huge endeavor. We hope we at CICSB and CCCE can remain a part of that endeavor.

Sincerely,

Bernie Martinez
Project Director

18

BM:cpd

Tigua Indian Reservation

119 OLD PUEBLO RD.
EL PASO, TEXAS 79907
ADMINISTRATION: 915-859-7913
BOX 17579 • EL PASO, TEXAS 79917
ARTS & CRAFTS: 915-859-3916

July 5, 1977

Dr. Delmer J. Trester
National Institute of Education
Office of Dissemination & Resources
Washington, D.C. 20208

Dear Dr. Trester:

It is our understanding that the American Indian Advisory/Information Dissemination Network which is working with the ERIC clearinghouse on Rural Education and Small Schools in the area of Indian Education is being considered for refunding and continuation at this time.

The possibility of this task force not being continued is of great concern to us. This task force is not only providing ERIC/CRESS and the entire ERIC system a vital service by helping develop and improve communications and positive working relationships between ERIC and the American Indian Community, but can be instrumental in improving services to all users in the area of Indian Education.

The task force is of special significance to small communities and projects like ours and many like it in that it also provides us an effective forum in which we can make our needs in the area of information, resource materials and services felt. Therefore we consider it of prime importance to the future of Indian Education.

We very strongly urge your office, the ERIC system, and the National Institute of Education to do all within your power to insure the continuation of this task force.

Sincerely,

Jose Sierra

Jose Sierra, Tribal Governor

JS
lh

cc:
Nora L. Yazzie
ERIC/CRESS; American Indian Specialist

Division of Evaluation,
Research & Development

June 13, 1977

Dr. Delmer J. Trester
National Institute of Education
Office of Dissemination and Resources
Washington, D. C. 20208

Dear Dr. Trester:

For years, the Indian Education Resources Center as well as the total Bureau of Indian Affairs education program, has had an enjoyable cooperative arrangement regarding educational materials that are produced and stored on American Indians at the ERIC Clearinghouse. I am certain this relationship will continue to grow. I recently had reports that a Task Force established by NIE and the ERIC Clearinghouse has been actively engaged in finding better ways for the general public to use the information.

Our total Central Office staff will be happy to know that NIE is engaged in finding better ways to use such valuable information in ERIC, but we are even happier to know that you are utilizing professional Indian persons to help find the solutions.

You have our support as well as our appreciation for the services you provide to the general public.

Sincerely,

William J. Benham, Jr.

William J. Benham. Administrator
Indian Education Resources Center

Surname
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IERC Chron
Education Director's RF

ELeitkaims - 06/18/77

Dr. Delmer J. Trester
National Institute of Education
Office of Dissemination and Resources
Washington, D. C. 20208

Dear Dr. Trester:

We want to express our support for the Indian Task Force that is working with one of the ERIC Clearinghouses; namely, ERIC/CRESS in Las Cruces, New Mexico. I know most of the people on that task force and can assure you that the National Institute of Education and the ERIC/CRESS will greatly benefit from each member of the group.

Again, congratulations for utilizing real grass-roots people who can be of great assistance to you in your service to the public.

Sincerely,

William G. Demmert, Director
Offices of Indian Education Programs

Surname
500 Chron
IERC Chorn
Education Director's RF
BIA Mailroom

ELEITKA:ms - 06/13/77